

# Documents on Diplomacy: Lessons

## War Outlawed: A "Letter to Santa Claus"

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VII. Production, Distribution, and Consumption
- IX. Global Connections

Grade Level:

9–12 (Technology and filmmaking)

Objectives:

The student will:

- See actual footage of the Kellogg–Briand peace conference
- Observe videos made by students about the Kellogg–Briand Pact
- Create their own team videos for You Tube about the attempt to outlaw war
- Decide who signed, who joined, and who was not interested in the plan
- Define the eventual effects of the Pact through their film

Time:

2 class periods

Materials:

Documents: **1928 The Kellogg–Briand Pact**

Exercises: *Overview of the Kellogg–Briand Pact*

Cameras on portable devices to record and upload video to You Tube  
Set of tally sheets

<http://www.youtube.com/watch?v=NvRsA-Tubho>

<http://www.youtube.com/watch?v=Fkwz7dTWjG8>

<http://vimeo.com/24755160>

<http://www.youtube.com/watch?v=ebO-TkrXmo8>

<http://www.youtube.com/watch?v=rFthEq-PbI> (video with music)

Procedures:

### *Setting the Stage*

The years after World War I saw many proposals for military disarmament to prevent another worldwide conflict. French Prime Minister Aristide Briand proposed to Secretary of State Frank Kellogg that the United States and France sign a pact to outlaw war. Kellogg wasn't interested because he didn't want the United States to be involved—or entangled—in the future defense of France and in the League of Nations. But Kellogg couldn't withstand powerful Senator William Borah and a groundswell of popular support.

The pact was signed in Paris and entered into force on July 24, 1929. By that time, other nations wanted to sign as well. It was approved by the U.S. Senate, 85 to 1 (Wisconsin Senator John Blaine) with one reservation—the United States would not be obliged to take action against anyone who violated it. Opponents in the U.S. criticized the pact for having no teeth and called it "a New Year's Resolution," an "international kiss," and a mere "letter to Santa Claus." Kellogg received the 1929 Nobel Peace Prize for his efforts.

*Pre-Lesson*

- 1.** Download the video clips (as listed above) into your Power Point presentation or projection device. You will use these clips to introduce the lesson.
- 2.** Also, download some of the student productions on the pact from You Tube (links can be found on the previous page) as you will also use them to introduce the lesson.
- 3.** Photos may also be downloaded for your Power Point presentation.
- 4.** Make a set of rating sheets with the following criteria:

**RATINGS: 1—10 (WITH 1=LOWEST)**

- 1.** Everyone has a part \_\_\_\_\_
- 2.** Props are used \_\_\_\_\_
- 3.** Evidence of research \_\_\_\_\_
- 4.** Creativity \_\_\_\_\_
- 5.** Use of phrase(s) \_\_\_\_\_
- 6.** Time limit \_\_\_\_\_
- 7.** History is correct \_\_\_\_\_

*Day One*

- 1.** Introduce the lesson with a Power Point presentation using the archival videos and the student videos. You may want to first show archival footage followed by a student video to grab their attention.
- 2.** Remind students to watch the student productions carefully
- 3.** Hand out the exercise, *Overview of the Kellogg-Briand Pact* and ask them to work together to fill in the information as to who signed first, later, or not at all.
- 4.** Collect the sheets, shuffle, then divide them into five groups. These are now the production teams.
- 5.** Ask students to start planning their productions to answer the questions: who, what, where, when and why. The finished production will be 2—4 minutes long.
- 6.** Ask them to incorporate one or more of these statements of criticism in their production, which might give them a clue as to what to produce. If necessary have each group chose one (or assign them), so all do not use the same one.

- a.** A dangerous step toward membership in the League of Nations
  - b.** The Treaty has no teeth
  - c.** It's a New Year's Resolution
  - d.** Just a Letter to Santa Claus
  - e.** An International Kiss
  - f.** Not worth a postage stamp
  - g.** A monument to illusion
- 7.** Give them the rest of the period to research and plan their production. They may have to gather props and make items for homework.

*Day Two*

- 1.** Use some means of filming that can be transferred to You Tube (if school policy allows) and give the students a chance to regroup for the filming of the production. Remind the class that these productions should only be 2-4 minutes long.
- 2.** As someone films each presentation, ask the other students to assess the production, using the rating sheet. The class will decide which one to send to You Tube.
- 3.** If there is time, allow the student groups to view their product and decide if they want to re-film—but limit the number of times this may happen.
- 4.** The filming should be completed and all rating sheets turned in by the end of the class.
- 5.** The teacher will review the rating sheets and use teacher privilege to decide which one should be uploaded. (The students will know how to do this.) The teacher will announce the “winner” at the opening of the next class period. ■